

High Quality Professional Development



What's the
connection to my
grant application?



From NCLB

- **Funding What Works.** High standards for professional development will be set to ensure that federal funds promote research-based, effective practice in the classroom.

Extract from Summary (NCLB)



Grants States and Districts Greater Flexibility for Effective Professional Development. Every child in America deserves a high-quality teacher. The current structure of federal programs fails to deliver on this promise. In order to assist states in their efforts to prepare, recruit and train high-quality teachers, the Eisenhower Professional Development Program and the Class Size Reduction program will be consolidated into more flexible teacher quality grants to states and local districts.

Establishes High Standards for Professional Development. States and local districts will be permitted to use this funding to meet their particular needs and to strengthen the skills and improve the knowledge of their public school teachers, principals, and administrators. In return, states and districts would be required to ensure that federal funds promote the use of scientific, research-based and effective practice in the classroom.

What you should have...



- Tied to academics as identified by data (and where to find and how to use that data)
- Tied to school improvement plan - group “buy in”, collaboratively developed *“high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and*
- *are not 1-day or short-term workshops or conferences”*
- Provide follow up for classroom implementation



Definition of High Quality

- National Staff Development Council (2001)
 - Context Standards
 - Process Standards
 - Content Standards



Context Standards

- Organizes learning communities with goals aligned to school/district/state/nation
- Requires skillful leadership to guide continuous instructional improvement
- Requires resources to support adult learning and collaboration
- **KEY WORDS: community, alignment, leadership, resources and collaboration**



Process Standards

- **Uses disaggregated data to determine learning priorities, monitor progress and help sustain continuous improvement**
- **Uses multiple sources of information to guide improvement and demonstrate impact**
- **Prepares learners to apply research to decision making**
- **Uses learning strategies appropriate to the intended goal**
- **Applies knowledge about human learning and change**
- **Provides learner with knowledge and skills to collaborate**



Process Standards Key Words

- Data-Driven
- Evaluation
- Research-Based
- Design
- Learning
- Collaboration



Content Standards

- Prepares learner to provide equity in learning (experience, environment, high expectations for all)
- Deepens learner's content knowledge, provides research-based instructional strategies ..meet rigorous academic standards and to use assessments appropriately
- Provides learner with knowledge and skills to involve stakeholders

Content Standards Key Words



- Equity
- Quality Teaching
- Family Involvement



Arizona's Expectations

- Incorporates qualities/standards just discussed
- Sustained
- Integrated
- Focused - on Content Standards (not the “how to” of technology use)
- Effective (beyond antidotal)



Grid Activity

Activity

Data collection for “before and after” experience

Duration/ Repetition

Target (# & group)

Ratio (leader/ learner)

Effectiveness Measure/ Sharing

Capacity/ Expectation for Collaboration

Capacity/ Expectation for Reflection

Capacity/ Expectation for "Practice"

Capacity/ Expectation for "Coaching/Mentoring"



Journal of Staff Development

■ Winter 2004

■ *At issue: The Big Picture*

- * From hunger aid to school reform: An interview with Jerry Sternin. by Dennis Sparks (PDF version)
- * Putting comprehensive staff development on target by Stephanie Hirsh (PDF version)
- * A call to creativity by Dennis Sparks (PDF version)
- * Forum by Hayes Mizell (PDF version)
- * The Code: New regulations, new headaches by Joellen Killion (PDF version)
- * Taking Measure: A wake-up call about annual reporting by Robby Champion (PDF version)
- * Leading Edge: Leadership is an affair of the heart by Rick DuFour (PDF version)
- * Group Wise: The key is knowing when--or whether--to intervene by Robert J. Garmston (PDF version) **version**



Proving Your Effectiveness

- GET AWAY from BODY COUNT
- PROOF is in results - change in behavior, process, achievement - Camera, Interview, Test, Demonstration, Survey, quantifiable data.
- Assumes you know “where you started” and can tell “where you are”



Judging Your Results

***DOCUMENTATION OR EVIDENCE
IS ESSENTIAL***

It's all about Accountability



Documentation?

- Artifacts produced as a result or “in process”
- Video/ Stills/ Audio of process/events
- Testimonials
- “Scores”
- Presentations or sharing of learning or process
- Number counts
- sign in sheets (required)
- after-the-fact participant evaluations (required)



“The way things are” vs Progression of Change

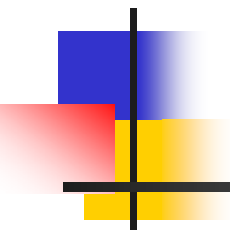
Retrofitting doing exactly what has always been done but with a different tool (computer versus typewriter but the same assignment)

Reengineering doing a version of what has always been done but using NEW tools that expand options (Essential question or PDA)

Rethinking a fundamental shift in product, service, or market role based on research, collaboration, expectation of better results.

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Josh Billings “Consider the postage stamp: it’s usefulness consists of the ability to stick to one thing till it gets there.”



Focus on Achievement

Use all the Knowledge that Research can give you

To do what you target WELL so you have positive results!!!